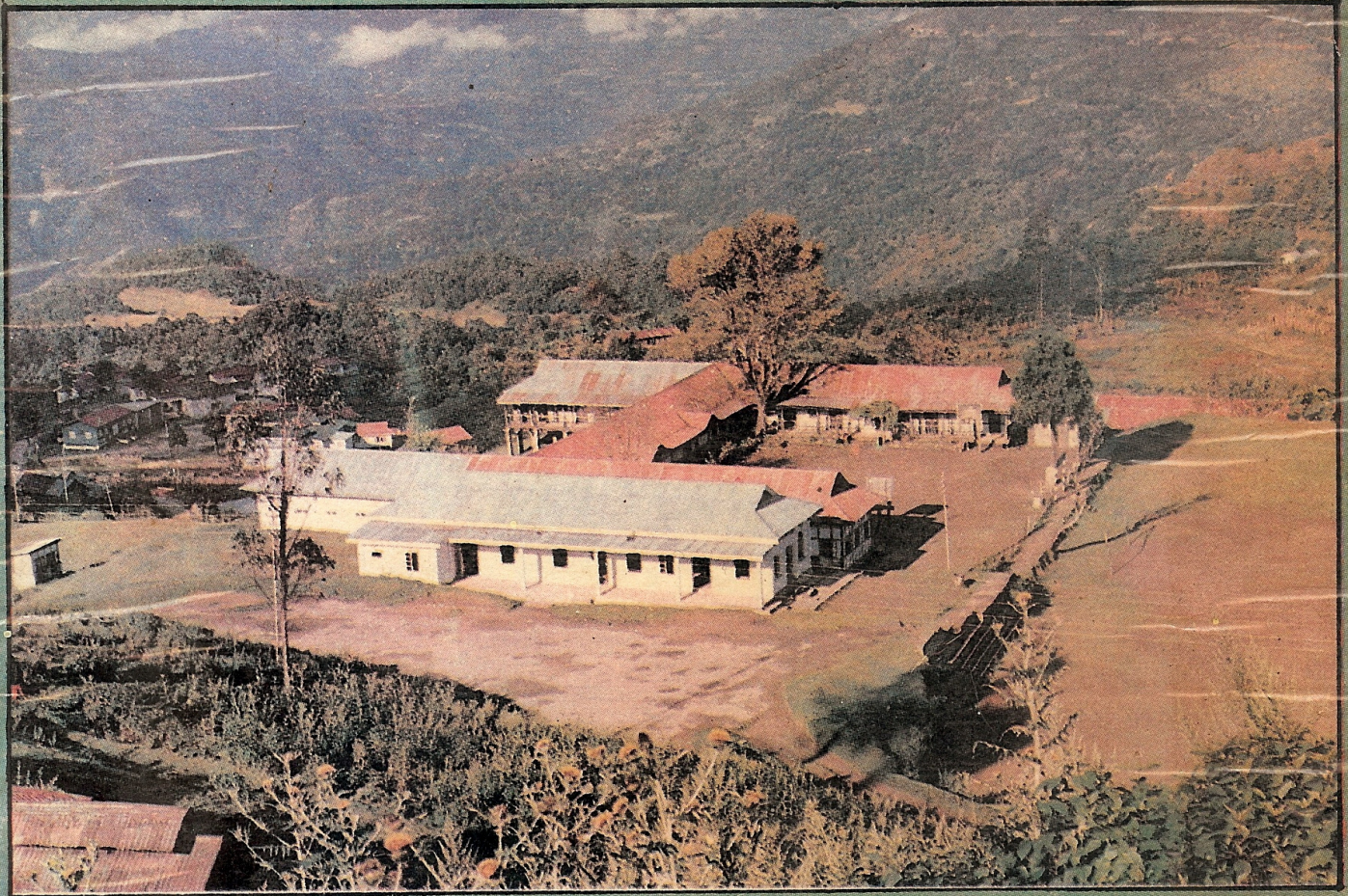


KÖZHALE KEPHRÜDA KERI



CENTRAL INSTITUTE OF INDIAN LANGUAGES
MANASAGANGOTRI, MYSORE-570 006

CIIL Bilingual education series—19

KÖZHALE KEPHRÜDA KERI

DIKHA MEKRU
KEDOTSO KAPFO



CENTRAL INSTITUTE OF INDIAN LANGUAGES
MANASAGANGOTRI, MYSORE-570 006

KÖZHALE KEPRÜDA KERI—*Kezha Naga primer* for pre primary class
prepared by Dikha Mekru, Kedotso Kapfo

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PREFACE

This is a special book for a special people. The tribal people have special problems in education arising out of differences in language and culture. Their problems are largely ignored in school and it is left to their fate to sink or swim in the main stream of education. This book recognises their linguistic and cultural differences and also their need to come to the main stream of education. With this recognition, this book builds path ways and bridges to move smoothly from the tribal dialect or language to the school language.

Recognising the importance of early education in mother tongue, Naga languages are taught in the schools in Nagaland. The languages of higher classes are English and Hindi. The Naga children should be equipped to have education in these languages in the higher classes. This book for pre primary class has been prepared with this aim in mind. The exercises have been designed to develop specific linguistic skills. They are based on the belief that language learning is a skill based activity. The letters of the alphabet are introduced in groups which have similar shapes. This will help the children to perceive the pattern and observe contrasts in the visual symbols.

The content in the lessons is drawn from the life experience of the tribal child. This will keep the child's school experience close to his home experience. In higher classes content reflecting the other people in the country will be introduced gradually. It is envisaged that at the end of the primary stage the tribal children should be able to follow the education through any one of the languages of the higher classes.

The success of this new experiment in the form, content and organisation of the instructional material depends on the teachers who use them. They will have to have an understanding of not only the educational philosophy and the technology behind the material but also must have an appreciation of the life style, aspiration and linguistic problems of the tribal child in the multi-lingual Nagaland. We hope that the teachers will give their best for the cause of tribal education.

E. ANNAMALAI
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MYSORE-570 006

INTRODUCTION

The hill State Nagaland has an area of 16,527 Sq. Kms. with a population of 7,73,281 as per 1981 Census. Nagaland has in the East a long international border with Burma, borders Manipur in the South, Assam in the West and North-West and Arunachal Pradesh in the North-East.

In the multilingual Nagaland there are 23 indigenous linguistic groups who speak each of the following Naga languages. Number of speakers as per 1971 Census is given in parentheses.

1. Konyak	....	(72,338)
2. Ao	....	(73,630)
3. Sema	....	(65,227)
4. Angami	....	(68,272)
5. Lotha	....	(36,949)
6. Khezha	....	(11,363)
7. Chokri	....	(8,339)
8. Pochuri	....	(2,938)
9. Sangtam	....	(20,014)
10. Phom	....	(18,017)
11. Chang	....	(15,816)
12. Khiamungan	....	(14,414)
13. Yimchunger	....	(19,609)
14. Zeme	....	(6,473)
15. Liangmai	....	(2,988)
16. Rengma	....	(8,578)
17. Tirkhir	....	(2,486)
18. Kuki	....	(5,953)
19. Makware	....	(769)
20. Kacheri	....	
21. Rongme	....	
22. Chin	....	
23. Mao	....	(573)

Out of the 23 indigenous linguistic groups the major groups having more than 30,000 speakers are Konyak, Ao, Sema, Angami and Lotha. Out of the 23 languages, Government of Nagaland has recognised 16 Naga languages for purpose of education at the primary level. Name of the languages and the districts where they are spoken mainly are given below.

Name of the language		Name of the district
1. Angami	....	Kohima
2. Kuki	....	Kohima
3. Zeme	....	Kohima
4. Liangmai	....	Kohima

Name of the language		Name of the district
5. Rengma	....	Kohima
6. Chokri	....	Phik
7. Khezha	....	Phik
8. Lotha	....	Wokha
9. Ao	....	Mokokchung
10. Sema	....	Zunheboto
11. Konyak	....	Mon
12. Phom	....	Tuensang
13. Chang	....	Tuensang
14. Sangtam	....	Tuensang
15. Yimchunger	....	Tuensang
16. Khiamungan	....	Tuensang

On request from the Government of Nagaland during 1970, Central Institute of Indian Languages studied all the five major languages, viz., Ao, Angami, Sema, Lotha and Konyak and produced a package including Phonetic Reader, Grammar, Dictionary and collection of Folklore for each of the five languages. In addition to these major languages, Khezha and Nagapidgin were also studied.

As per the new curriculum, the elementary education in Nagaland has five years of schooling and out of the five years one year is for pre-primary education and four years for primary education, i.e., classes from 1 to 4.

English is the State language of Nagaland which is a compulsory subject of the school curriculum right from class 1 and it is used as the medium of instruction from class 3 onwards. The Directorate of School and Physical Education has made provision to teach the 16 recognised Naga languages as language subjects as well as medium of instruction. The classes in which they are taught as a language and used as the medium vary from language to language.

The 16 recognised Naga languages were taught in the schools of Nagaland from pre-primary class onwards with the primers prepared by the Directorate of Education, Government of Nagaland. The new series of primers used now are prepared at the request of the Government of Nagaland by the Central Institute of Indian Languages in close cooperation with the Directorate of School and Physical Education. The primers in the new series seek to fill the educational need of the children to learn their respective mother tongues more effectively in the schools. The bridge materials planned to be added to the primers at later levels will help the children to learn their second and third languages more effectively.

Earlier in 1974, the Central Institute of Indian Languages conducted a workshop in Dimapur, Nagaland and produced 1 level primers in each of the 16

recognised Naga languages and they have formed the basis for this new series. The new series were prepared in a workshop held from February 14 to March 14, 1986 at Dimapur, Nagaland. This workshop was organised jointly by the Central Institute of Indian Languages, Mysore, the Directorate of School and Physical Education, Government of Nagaland, Kohima and the Literature Committees of different Naga languages. I thank all the organisations who took part in the workshop in Dimapur. The writing system approved by the respective Literature Committees of the Naga Languages has been followed for writing these new primers. Some of the modifications suggested by the Central Institute of Indian Languages during the 1974 workshop were not acceptable to the Literature Committee and therefore some over differentiation and under differentiation of phonemes, from the linguistic point of view may exist.

This primer for the pre-primary class has the following sections:

1. Script lessons to teach only those Roman letters that are required to read and write the concerned Naga mother tongue.
2. Script lessons to teach those left over Roman letters which are not required to learn the Naga mother tongue but are required to learn English.
3. Lessons to teach numbers.
4. Exercises to develop elementary reading, writing (including copy writing) and other basic linguistic skills of language learning.
5. Exercises in the form of pictures and letter games to develop cognitive skills.
6. Drawing practice exercises.
7. Notes to teachers.

This is an experimental try-out edition. The teachers who are going to use the primer and the parents may write to the Central Institute of Indian Languages regarding the effectiveness of this primer in giving education to Naga children at the pre-primary level. Their comments or criticisms are most welcome to improve the primer.

V. Gnanasundaram

Reader-cum-Research Officer
(Project Incharge)

Central Institute of Indian Languages
Mysore 570 006

Kakepuro chelo mo kesü

Közhale Kephrüda Keri lo-e phrü sede de-e ketsüro hithre soni keso hi mebe :

- (i) Tadze : (a) Merhi pfo soni kapu ketsü,
(b) Leshikhö (letters) pfo soni kapu ketsü.
- (ii) Leshikhö phrü eda medzü ketsü,
- (iii) Number phrü eda medzü ketsü,
- (iv) Thu eda medzü ketsü,
- (v) Lüzö pemo moyi elü tshü ketsü,
- (vi) Merhi rhe eda medzü ketsü.

Lesson kenö kele chi leshikhö keci le kadye kenyhi lo edu kephrü zhoda (a-z) thre rö khe hi mebe. Number mechiyi kele lolo lhapangö (1-50) ketso khe hi mebe.

Hithre soni kephrü nomi-e kapu lo :

- A. 1. Leshikhö pfo kapu kemo mhöjü lo merhi pfo class bu lo-e tadze tshü soni kapu lo-e le we' de. Shüchi nü leshikhö tadze tshü soni kephrünömiro-e lo leshikhöro mechengö lo medzü.
- 2. Leshikhöro edu kephrüda tshü mo soni eda ketshe pfo soni lessonro keso hi mebe. Shüdzelo leshida hi lo-e hi lesson keso hi mebe ketsü thre soni kapu bi molesü. Edu kephrüda tshü soni kapu sü.
- 3. Lesson lo-e leshikhö moyi seka (meaning) keso hi mebe ketsüro-e lethre pfo kapu bi molesü.
- 4. Sekhö (word) moyi sebo (sentence) zü rö leshikhö keciro-e lethre kapu bi de.
- 5. Leshikhö keciro che liso lo de ketsü chi nü leshikhö kadyero (capital letters) mechengö lo moyi phrü ketsü tshü bi de.
- 6. Lesson lo-e keso hi mebe ketsü thre soni lesson I chi nü thu eda medzü bi de.
- B. 1. Number lesson hibo-e hi seka kenyhi mesü lo molesü rö be.
(a) Numberro mechengö lo moyi thu lo-e chelo de ketsü dzelo kakepumiro kephrünömiro-e kapu lo molesü.

(b) Kephrünömiro lo cmhe phrü kengu lo-e chelo de ketsü dzelo merhi khehi kebero pfo soni kapu lo molesü. Emhe phrü kengu lo-e che lo de ketsü dzelo class bu lo-e mhena kebero, eg. chalk, pencil, pen, etc. pfo soni kapu loyi we.

2. Leshikhöro che lo de ketsü chi nü numberro phrü moyi thu eda medzü lo de.

3. Kephrünömi lo class bu lolo phrü eda medzü bi de-e zü che lo molesü. Kedi-kehu lo tshü pfowö ketsü mhetho tshü sa. Kephrünömiro lo mhetho (exercise) tshü ketsü nyhe kakepumiro nü thröhi hi molesü. Puuro lo kethrohi whö soni likhö moyi metha ketsü tshü metsü sa.

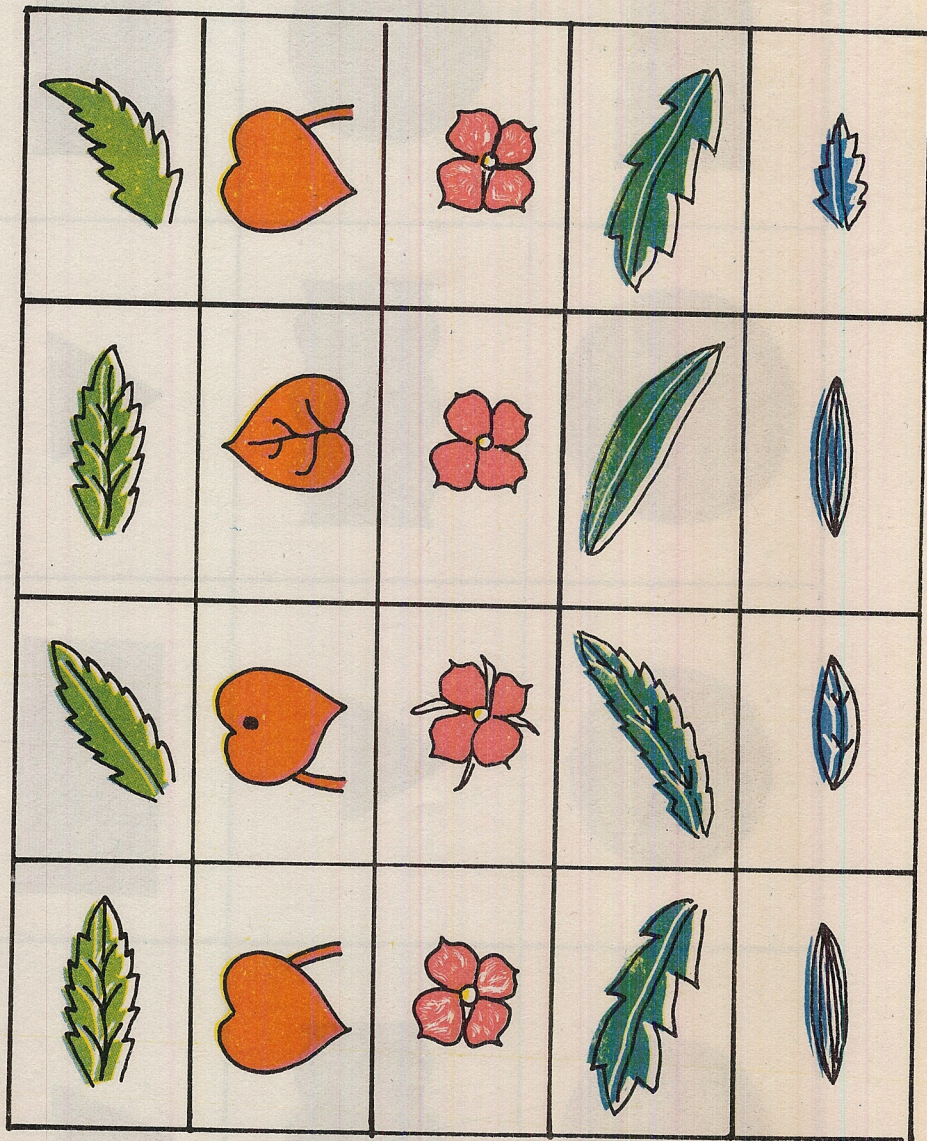
4. Eda medzü ketsüro mela bo-e lolo re nye-nye ketsü keso hi mebe, eg. zo soni pu, ronjü kenyhü ketsü, shüchi thu eda medzü ketsü. Neshiyi nomi mesü ketsü kephrünömiro mhetho hiro hi tshü pe molesü shi-e le, puuro lo tshü pe loyi we.

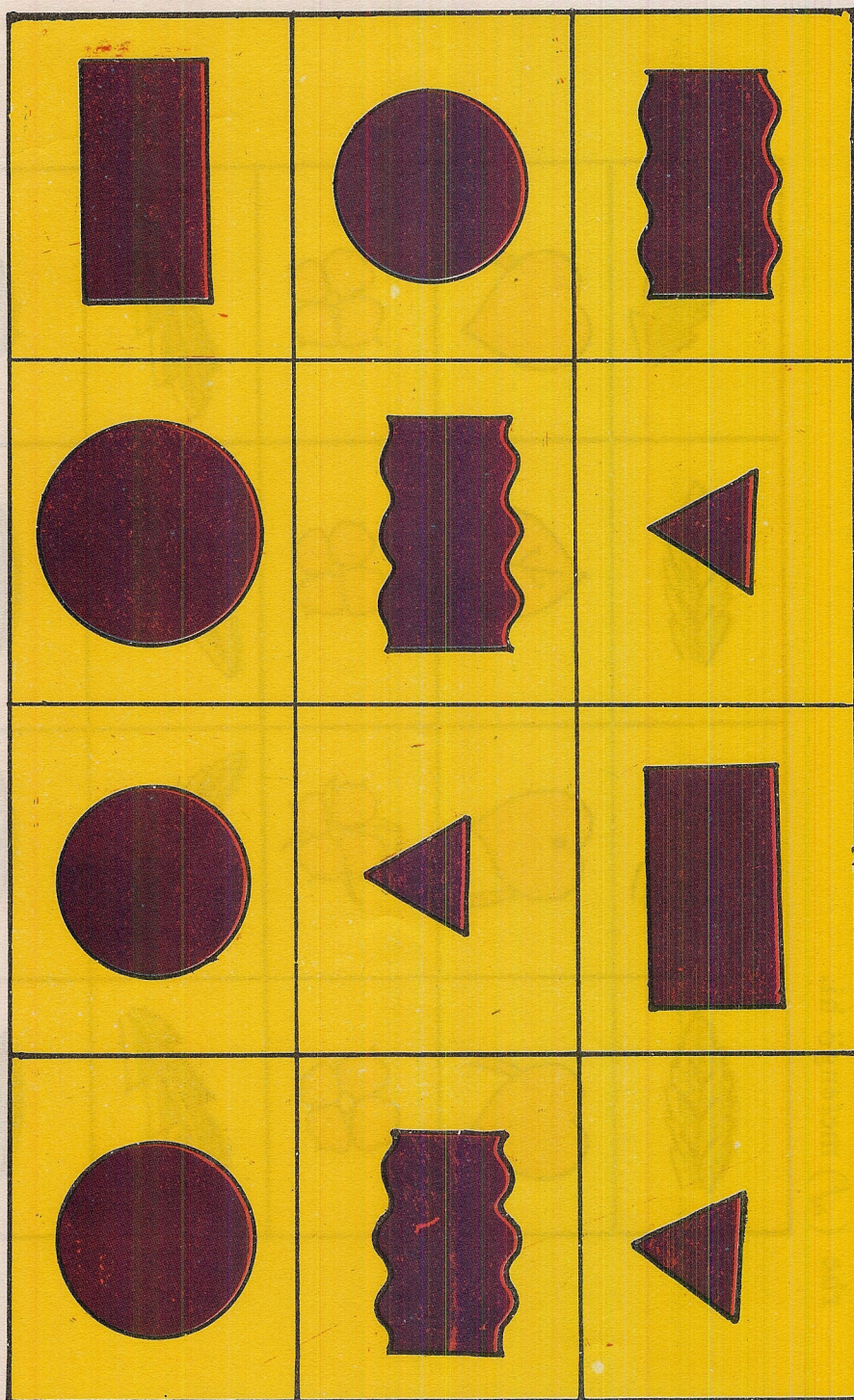
5. Lesson ketö meciyi trotre moyi tsülo pfo zhoto tshü soni kaputi lo de ketsü dzelo kakepumiro tsülo keze mewe soni kapu lo molesü. Nomi mesü ketsü lesson moyi mhetho keme da lo-e tsülo khe metha molesü shi-e le shi loyi we.

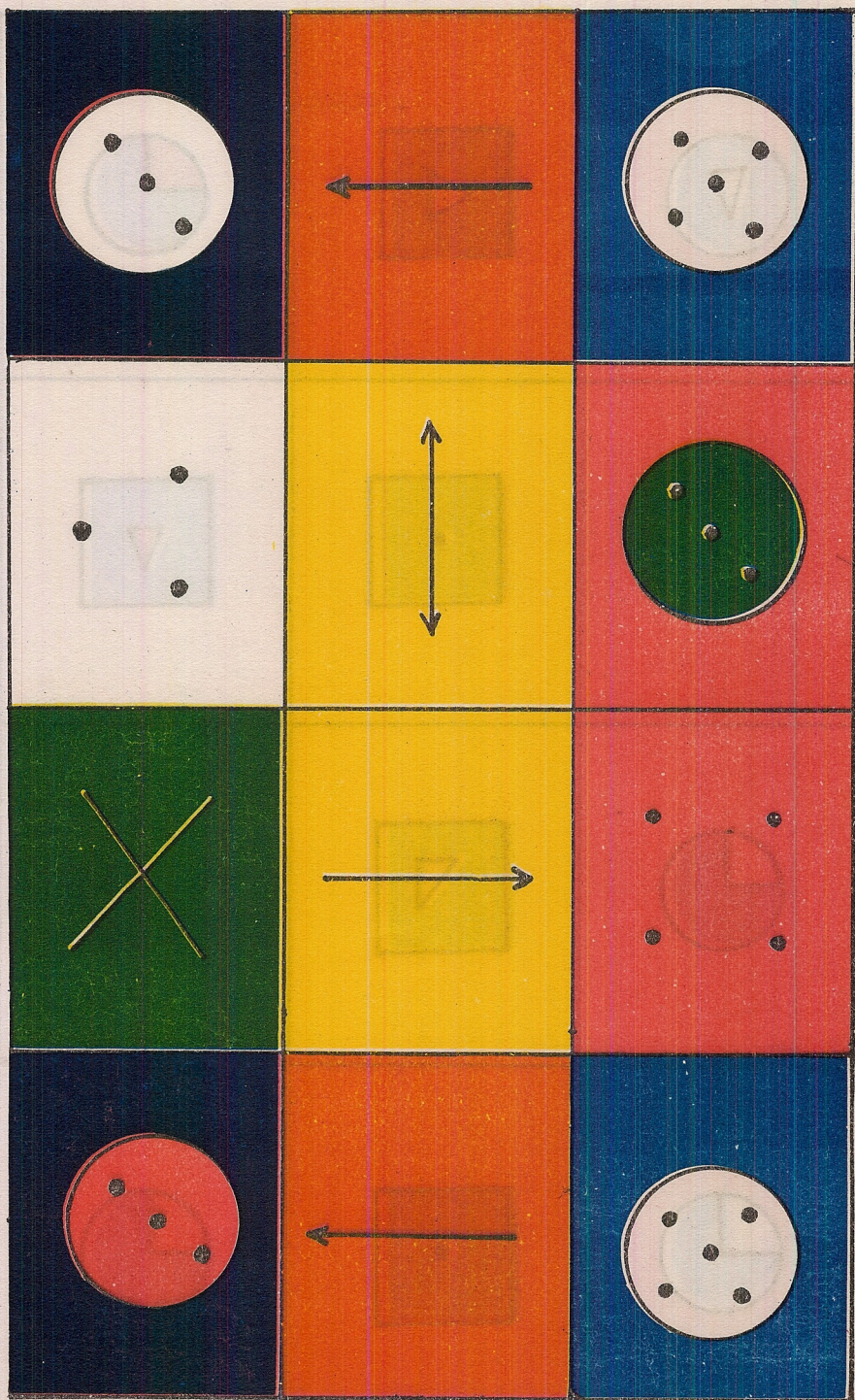
C. Nocüro nü keshero jüyi edze (story) nyü nyi ketsü tshü ya. Shüdzelo kemedä lo-e tsülo keze soni edze pu hi loyi we. Kephrünömi eta lo edze che ketsü biyi pu hi soni puuro nyhe eka nyü chile hi ketsü tshü molesü. Shimole edze pu ketsü lethre nü eka whö.

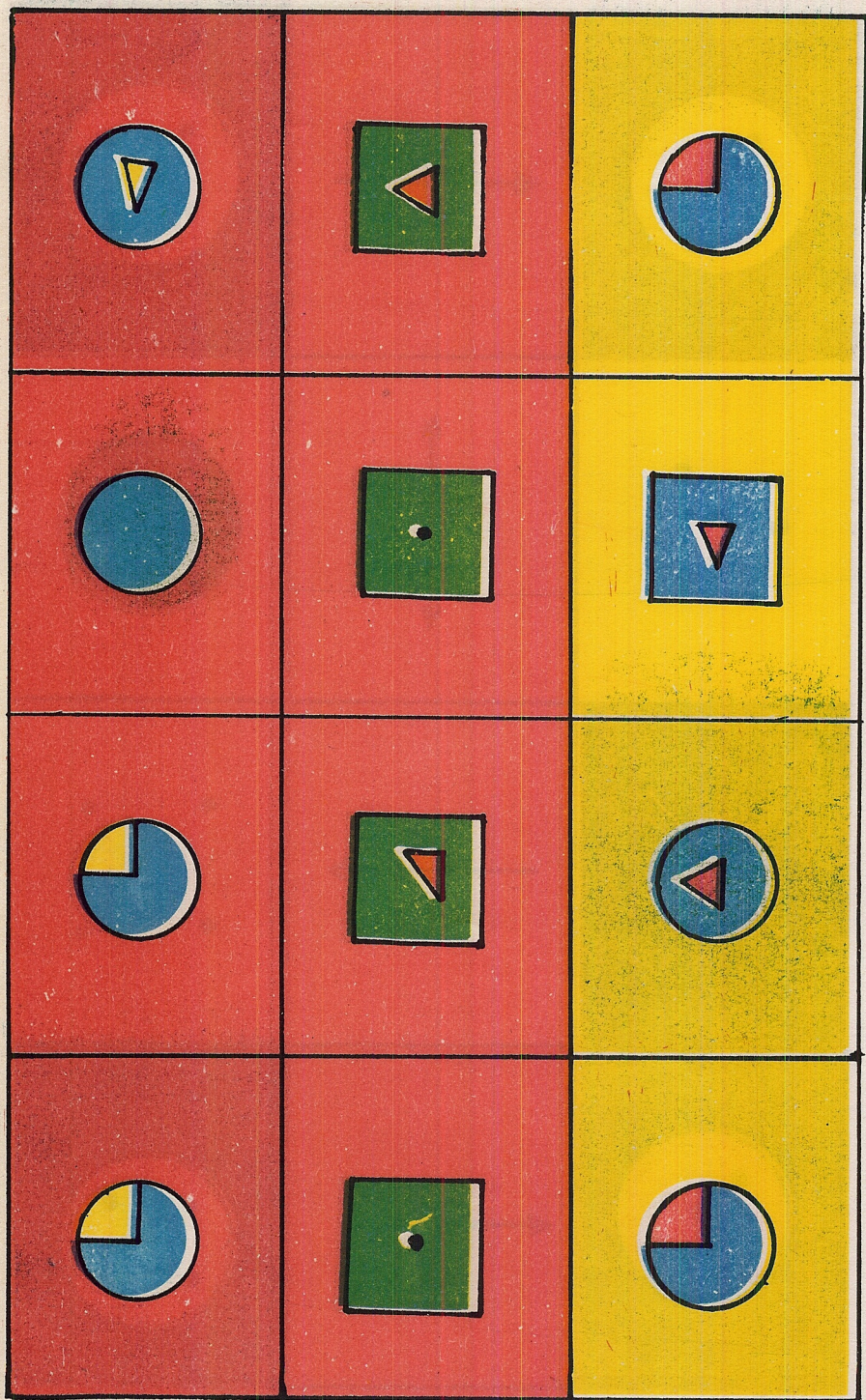
Merhi tadze :

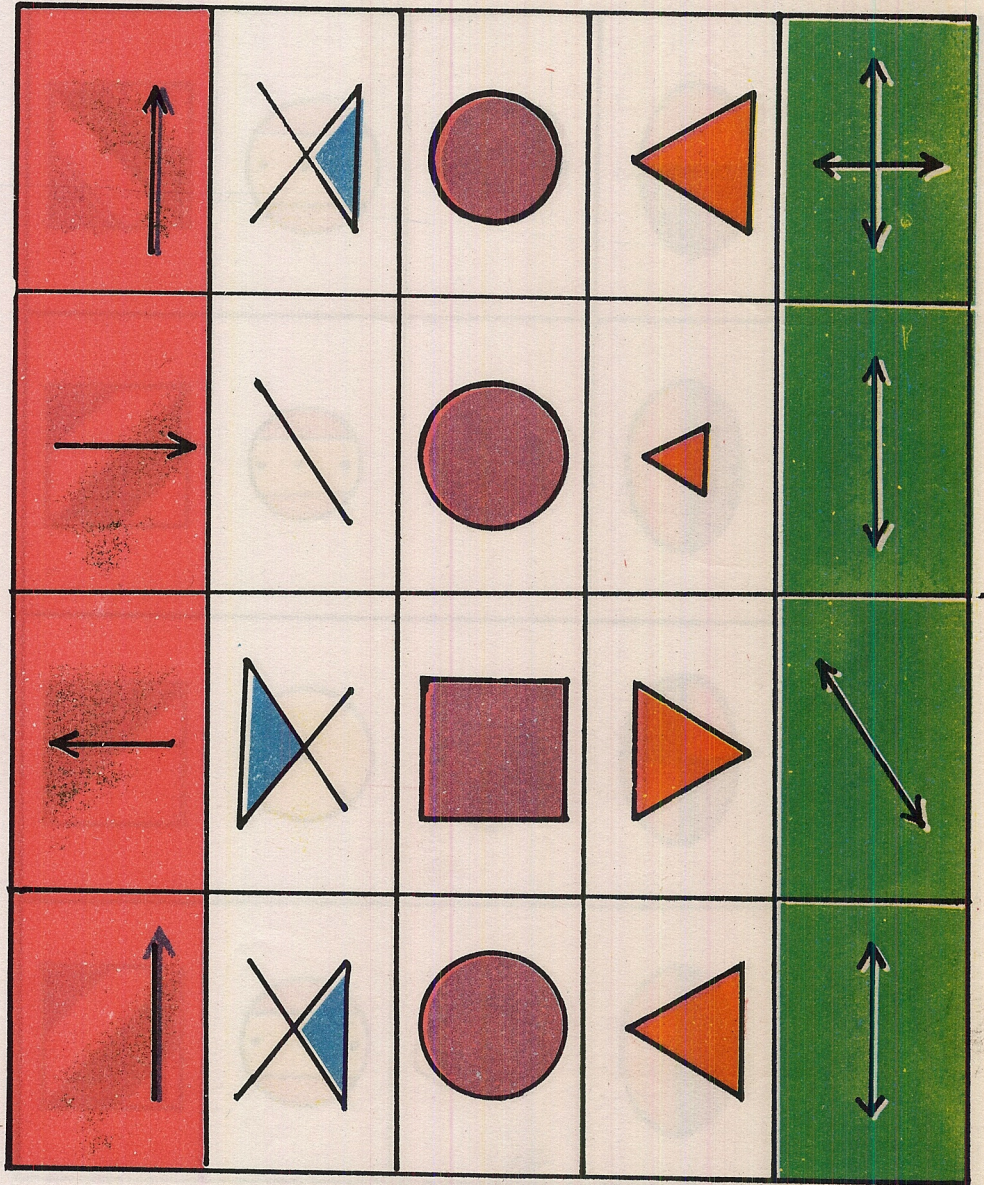
Merhi ebu II lo-e kebero hi danö nü ebu I lo-e kebe zhe ya zo lo. Soni rhe (✓) metengö hi.

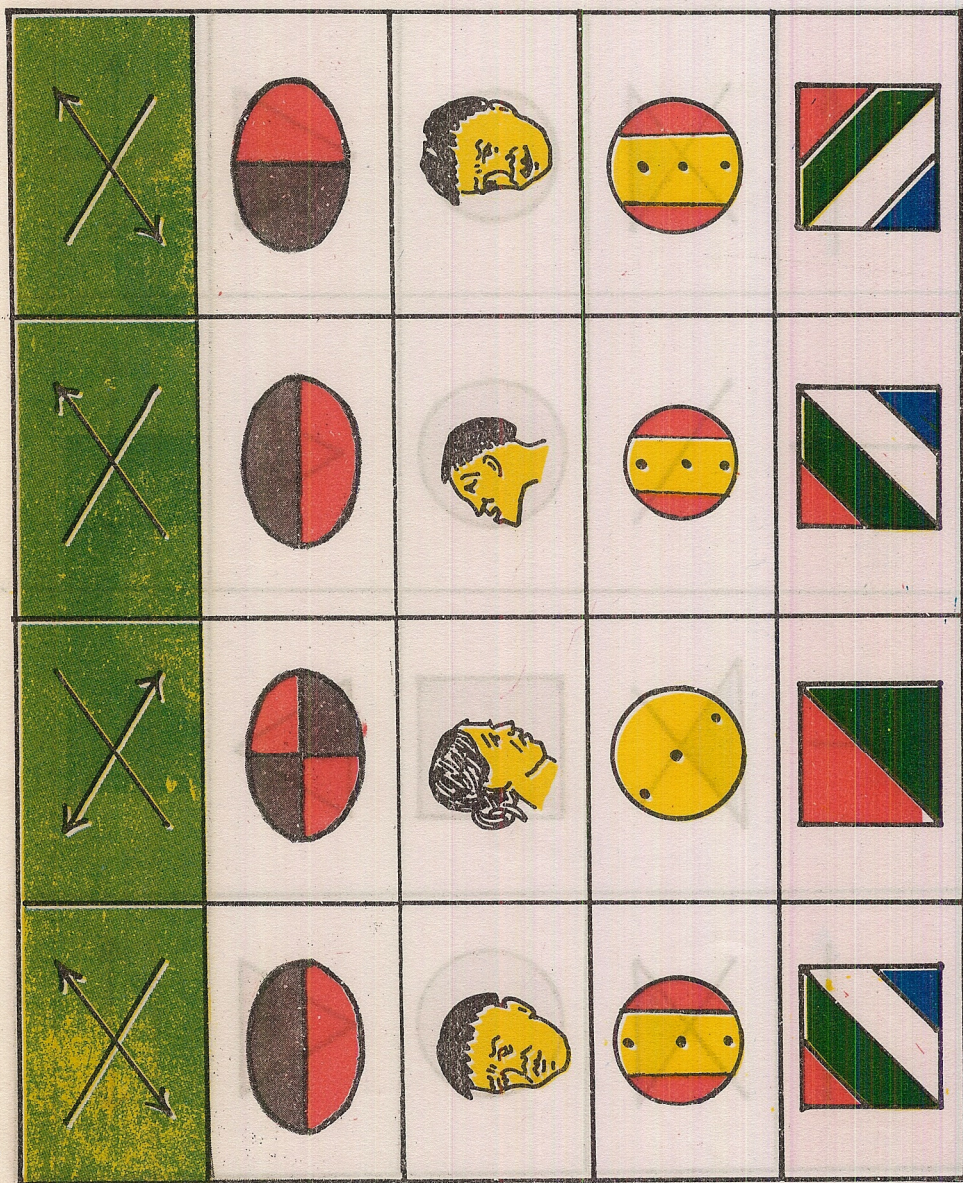








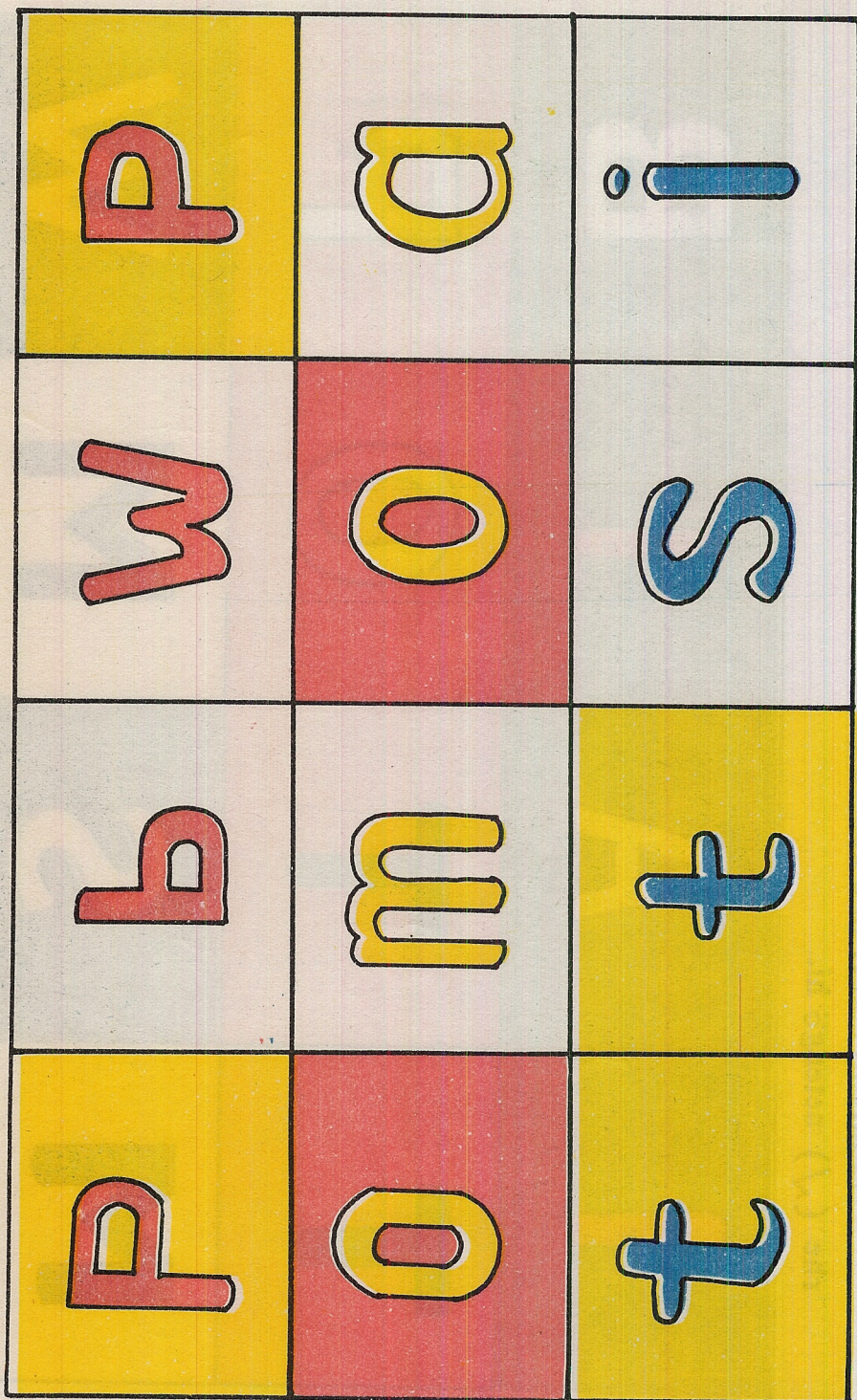




Leshikhö tadze :

Leshikhö ebu II lo-e kebero hi danö nü ebu I lo-e kebe zhe ya zolo soni
rhe (✓) netengö hi.

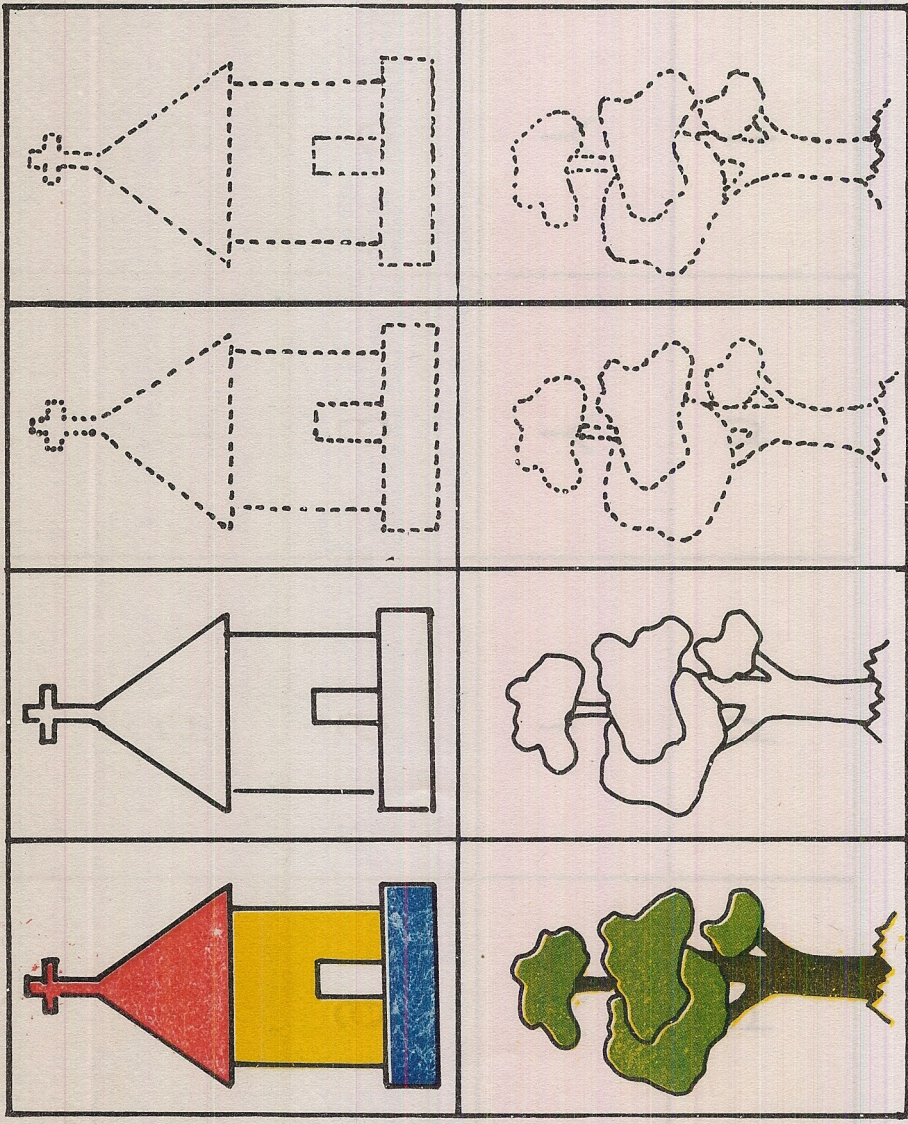
I	A	I	B
T	T	O	P
M	S	N	W

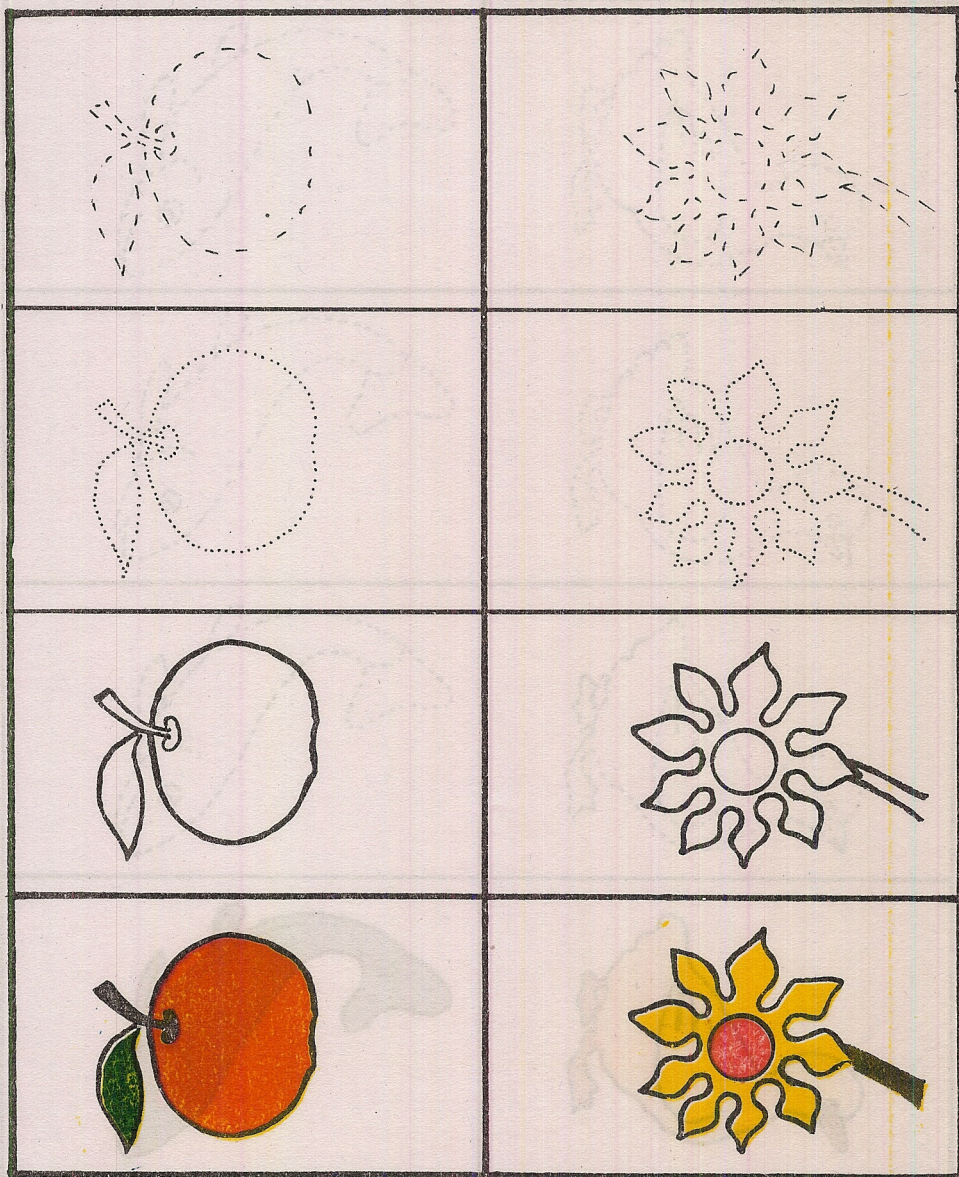


h	h	h	h	l
Y	Y	r	Y	Y
g	g	g	g	g
l	b	b	l	b
K	K	K	h	K

Merhi kerhe:

Merhi ebu I lo-e kebe hi zo hi soni ebu II lo-e ekhö thu hi kebero hi
rhe kerhü hi. Shüchi ronjü pfo kenyhü hi.



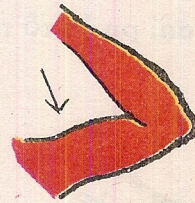


LESSON 1

o a b e



ebo

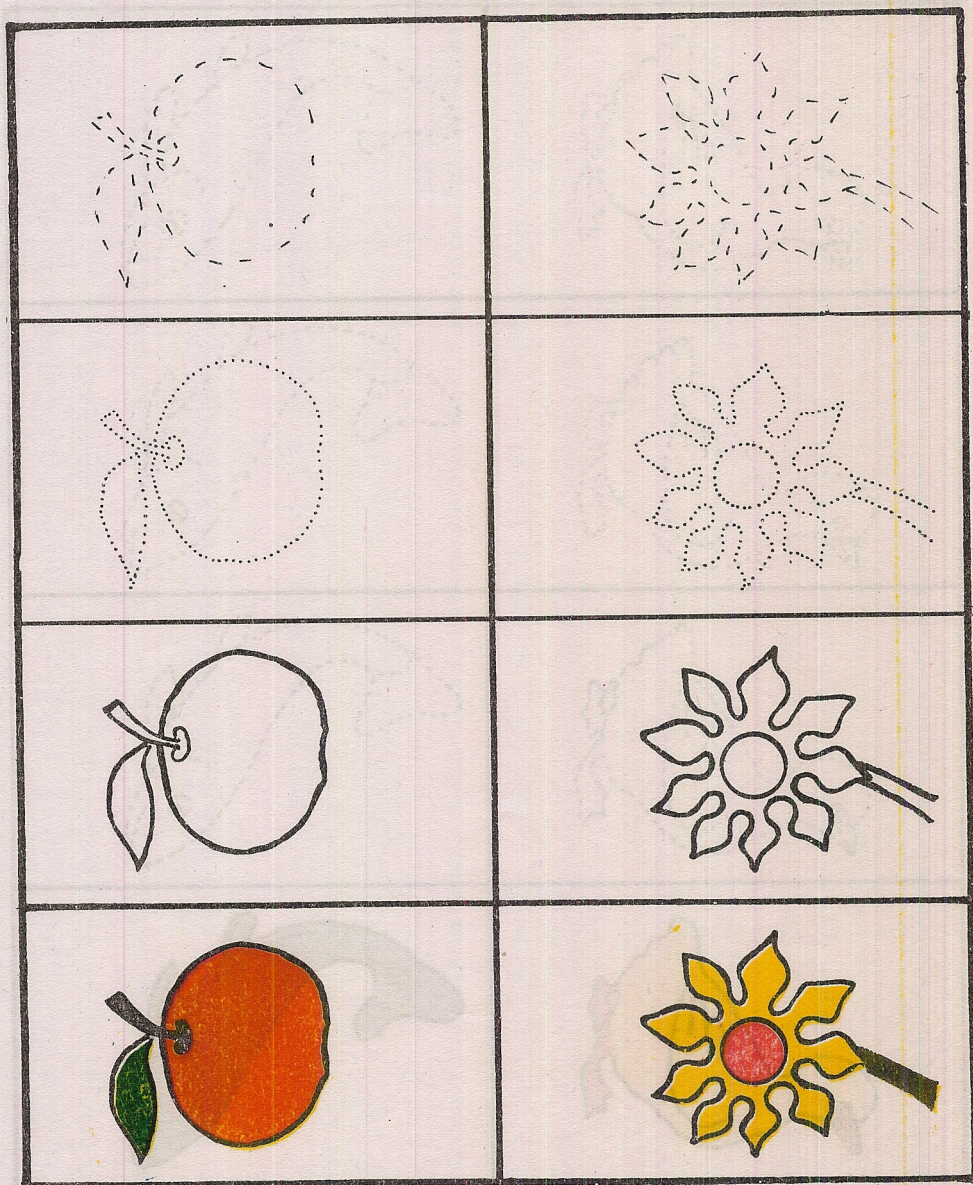


eba

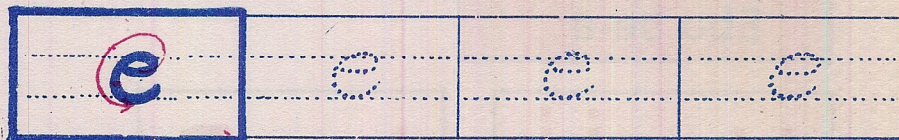
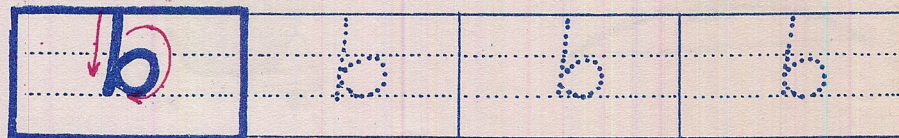
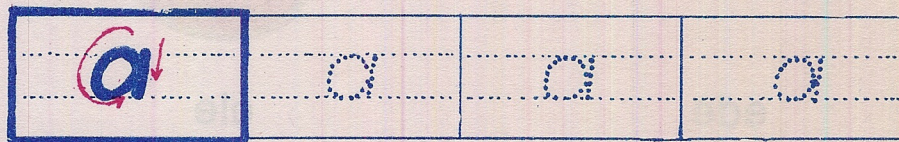
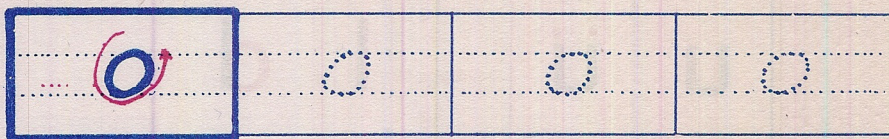
A ba be-a.

Ebo be-a.

O A B E



Copying exercise

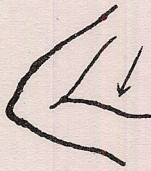


Eda medzü kedsü :

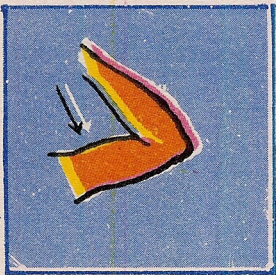
1. Zo soni pu hi :



• 2. Zo soni pu hi rö ronjü pfo kenyhü hi :

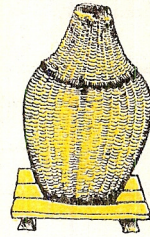
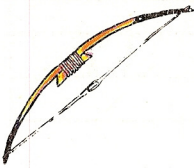


3. Ebu 2 lo-e merhi zo hi soni ebu I lo-e kebe zhe ketsüo metengö hi :



Eda medzü ketsü :

1. Zo soni pu hi :



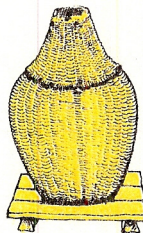
2. Zo rö pu hi soni ronjü pfo kenhü hi :



3. Ebu 2 lo-e merhi ebu I lo-e keke zhe ketsüo pfo metengö hi :

I

II



LESSON 2

u ü

l d



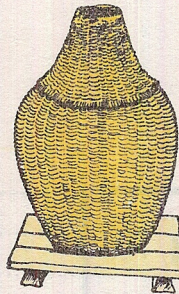
ede



ele



elü



ebu

A ba be-a
Elü be-a.
Ebo be-a

U Ü

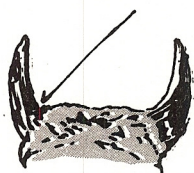
L D

LESSON 3

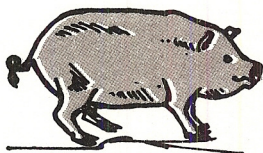
C Ö

V W

Z I



eci



evo



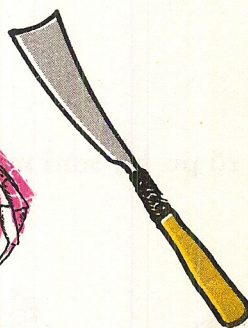
evü



ewe



ewö



eza

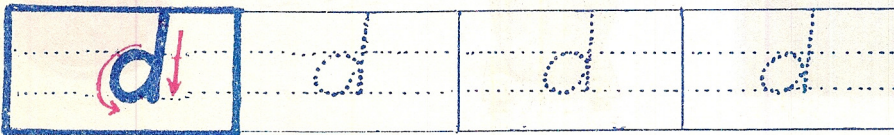
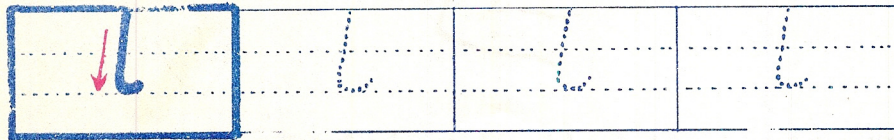
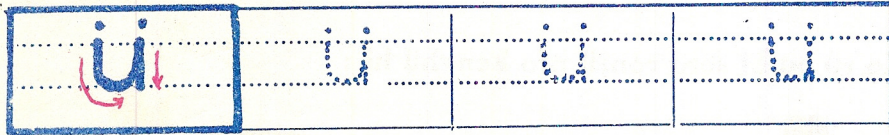
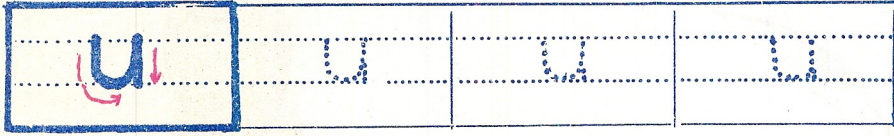
Eci we-a.
Evü zowe-a.
Ewe fü de.

C Ö

V W

Z I

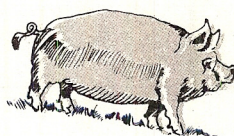
Copying exercise



3. Ebu 2 lo-e merhi ebu I lo-e zhe ketsüo metengö hi :

I

II



4. Leshikhöro zo soni leshikhö danö n' ebu leri kebe zhe ya metengö hi :

a	
o	a

ö	
ö	a

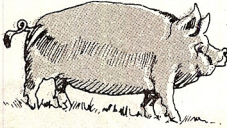
ö	
o	ö

e	
e	c

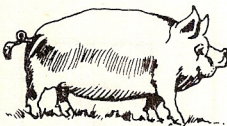
b	
b	d

Eda medzü ketsü :

1. Zo soni pu hi :



2. Zo rö pu hi, soni merhiro ronjü pfo kenyhü hi :



LESSON 4

h n m g zh



eha



nöcü



emü



ezhu

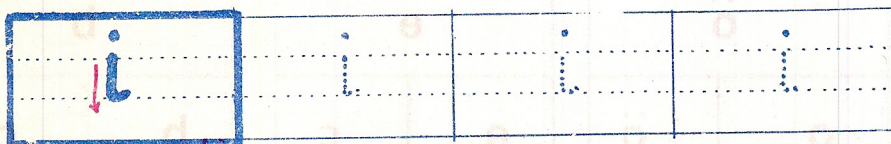
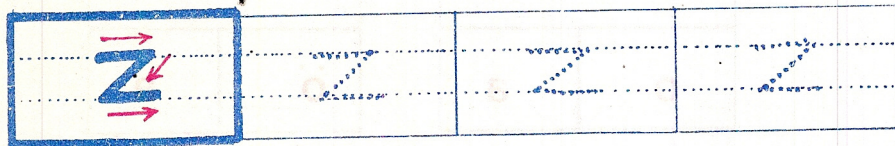
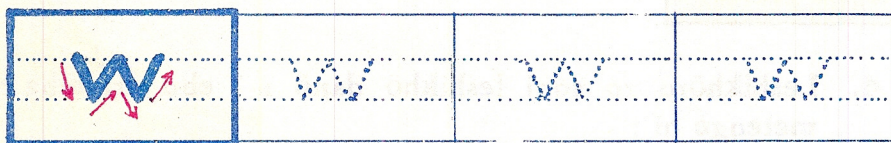
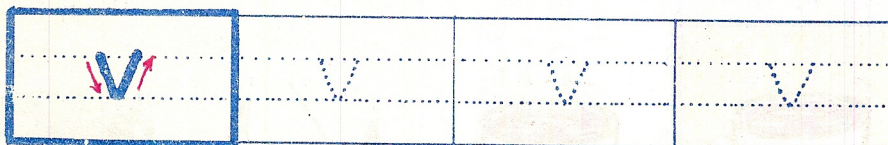
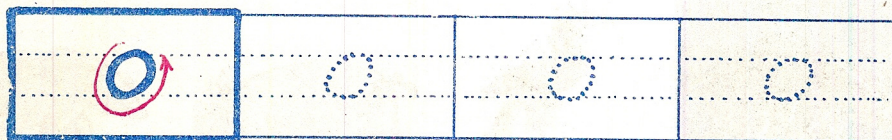
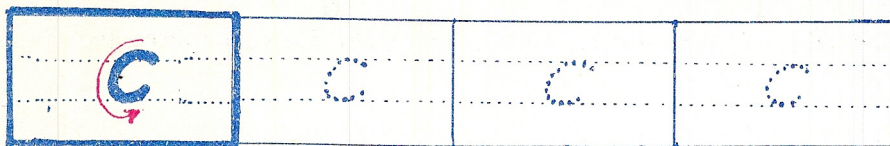


ega

Nöcü menö hi-a.
Emü teda.
Ega be ni ?

H N M G Zh

Copying exercise



3. Leshikhöro zo soni leshikhö dano ni ebu leri kebe zhe ya metengö hi :

i		ü		w		n	
u	i	ü	u	w	u	m	n

h		v		d	
n	h	v	w	d	b

4. Sekhö ebu I lo-e kebero zo soni danö nü lethro bu lo-e kebe zhe ya pfo metengö hi :

bö		nöcü	
bo	bö	vocü	nöcü

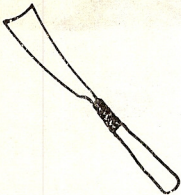
eci		zo	
eci	ci	zo	zö

Eda medzü ketsü :

1. Zo soni pu hi :



2. Zo rö pu hi soni ronjü pfo kenyhü hi :



LESSON 5

s r f j



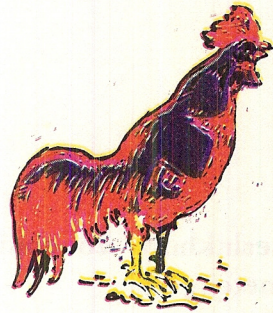
seci



era



efü



füjü

Seci kele be-a
Era ba lo !
A ke füjü kele be-a

S R F J

5. Leshikhö keci ebu I lo-e kebero danö nü ekhö kadye ebu II lo-e kebe zhe ya pfo ebu III lo-e khe hi :

Example :

I

II

III

e

B

b

b

E

e

Thu hi :

I

II

III

o

l

—

a

U

—

i

o

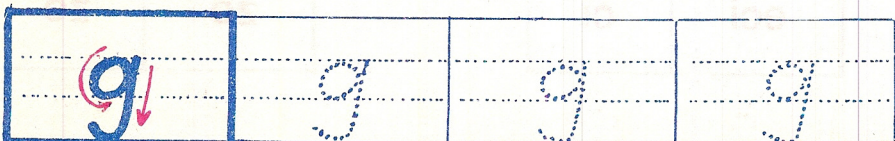
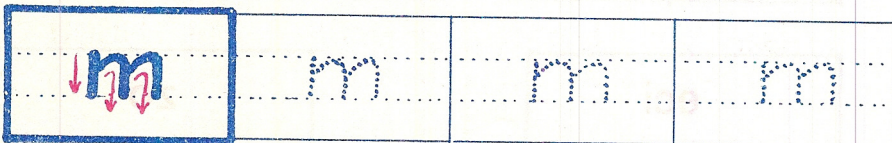
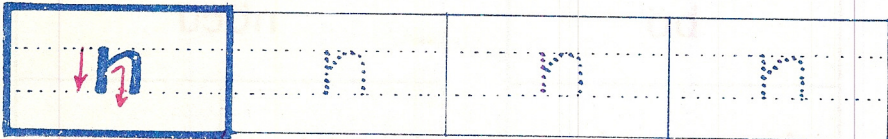
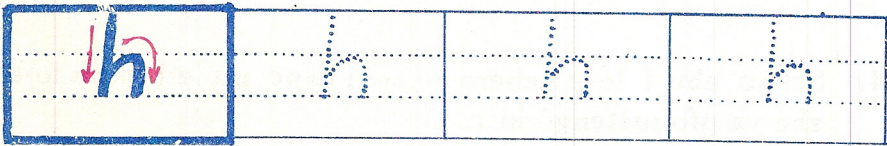
—

u

A

—

Copying exercise



3. Sekhō ebu thro-e kebenyhi danō nū leri kebe zhe ya metengō hi :

rö	
nö	rö

jo	
ko	jo

ra	
ra	re

ha	
ha	la

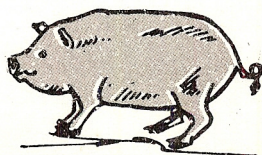
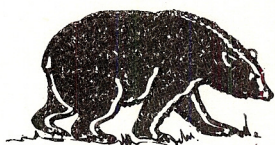
mü	
lü	mü

4. Sebo lekhro bu lo-e danō nū patō hi zhe ya metengō hi :

Ese pu-a	
Ese nü-a	Ese pu-a

Eha be-a	
Eha be-a	Eha we-a

5. Sekhō khehi kebe hi merhi danō pu-a ya pfo metengō hi :



eha

Eda medzü ketsü :

1. Zo rö pu hi, soni merhiro ronjü pfo kenyhü hi :



2. Leshikhöro zo soni ekhö danö nü ebu leri kebe zhe ya metengö hi :

c	
e	c

h	
n	h

f	
b	f

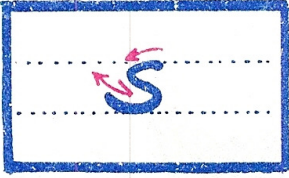
m	
m	r

v	
u	v

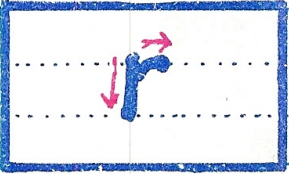
g	
g	j

a	
d	a

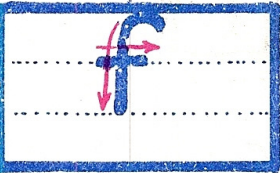
Copying exercise

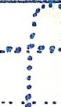


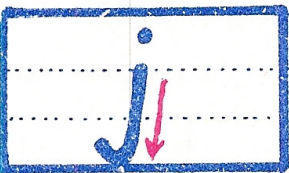
		
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---	---	---



		
---	---	---



		
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6. Leshikhö keci ebu I lo-e kebero danö nü ekhö kadye ebu II lo-e kebe zhe ya pfo ebu III lo-e khe hi :

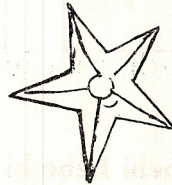
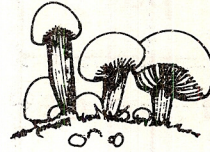
I
e
ü
c
d

II
C
D
Ü
E

III
—
—
—
—

Eda medzü ketsü :

1. Zo rö pu hi, soni merhiro ronjü pfo kenyhü hi :



2. Zo soni leshikhö danö nü ebu leri kebe zhe ya metengö hi :

r	
r	i

p	
b	p

f	
f	v

y	
z	y

k	
k	h

s	
s	a

w	
m	w

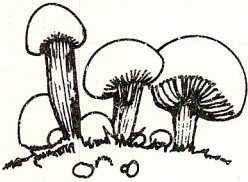
LESSON 6

p

y

k

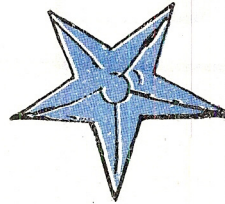
dy



epa



kele



eye



ledye



yibo

Epa keto bi-a.
Yibo we sa !
Ledye be le mo ro ?
Ede ledye-e be-a.

P

Y

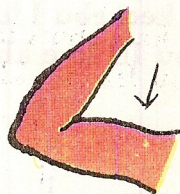
K

Dy

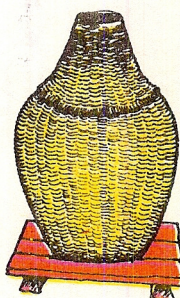


5. Leshikhö kenyhi tena lo-e hi danö nü zho ya pfo eshü metho lo-e thu hi :

(i) — ba (o/e)



(ii) eb — (ü/u)



3. Sekhō lethro bu lo-e kehenyhi danō nū leri kebe zhe ya metengō hi :

pa	
pa	da

no	
ko	no

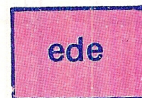
fū	
jū	fū

ha	
wa	ha

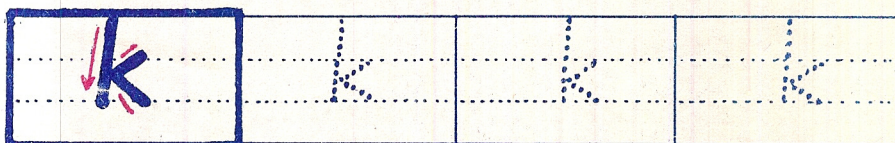
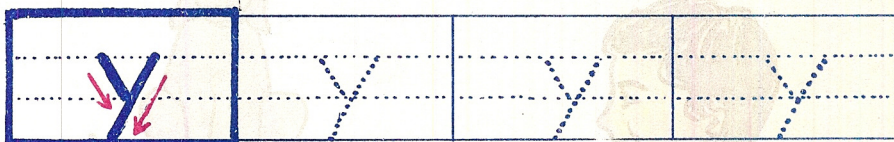
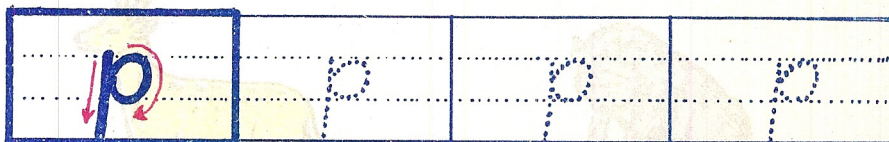
sō	
sō	sū

we	
wu	we

4. Sekhō khehi kebe hi merhi danō pu-a ya pfo metengō hi :



Copying exercise



(iii) eh — (a/o)



(iv) n — c ü (ö/o)



6. Leshikhö keci ebu I lo-e kebero danö nü ebu II lo-e kebe zhe
ya pfo ebu III lo-e khehi :

I
j
i
g
h
e

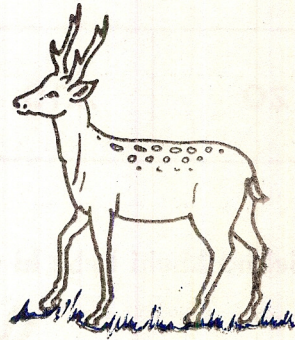
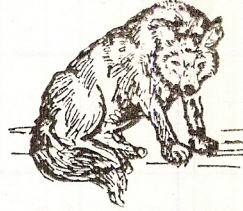
II
E
H
I
J
G

III
—
—
—
—
—



Eda medzü ketsü :

1. Zo rö pu hi, soni ronjü pfo kenhü hi :



2. Zo soni leshikhö danö nü ebu leri kebe zhe ya metengö hi :

t	
ts	t

ts	
ts	th

tsh	
tsh	ts

dy	
y	dy

z	
z	zh

LESSON 7

t

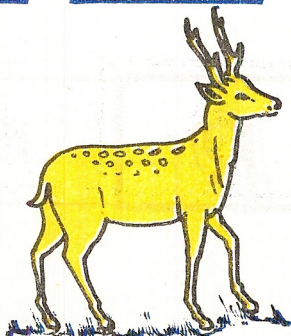
th

ts

tsh



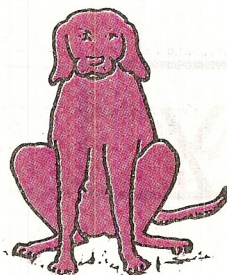
töka



ethe



ketsü



etshü

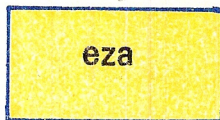
Töka nü ethe fū,
Etshü nü töka fū,
Etshü nü töka ketsü meke-da.

T

Th

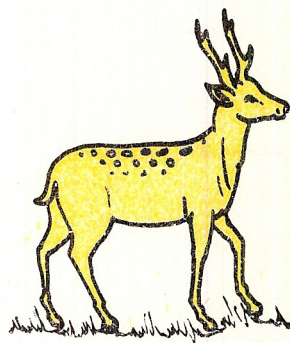
Ts

Tsh

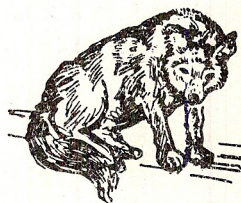


5. Leshikhö kenynhi tena lo-e hi danö nü zho ya pfo eshü methö lo-e thu hi :

(i) e——e (th/t)



(ii) —— öka (t/l)



3. Sekhō lethro bu lo-e kebenyhi danō nū leri kebe zhe ya metengō hi :

dye	
the	dye

te	
de	te

zo	
zo	zho

zhu	
zhū	zhu

4. Sekhō khehi kebe hi merhi danō pu-a ya pfo metengō hi :



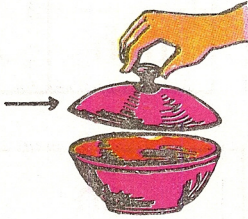
LESSON 8

nh

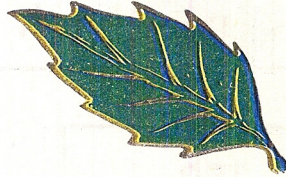
ny

nyh

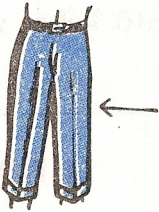
mh



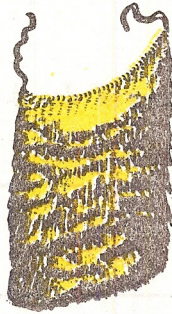
kenhe



enyü



menye



enyhü



kemhö

Ele kenhe nhe de !
Enyü keza de !
Eme mhö hi !
Nhabö kesü de !

Nh

Ny

Nyh

Mh

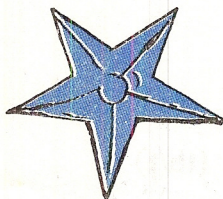
(iii) e — a (zh/z)



(iv) e — ü (w/v)



(v) e — e (y/h)



6. Leshikhö keci ebu I lo-e kebero danö nü ebu II lo-e kebe zhe ya pfo ebu III lo-e khehi :

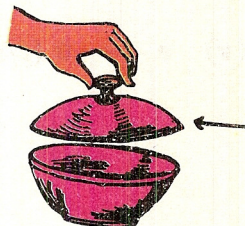
I
ö
k
o
l
n
m

II
K
L
M
N
Ö
O

III
—
—
—
—
—

3. Merhi zo soni eshü methō kebe dao leshikhō kenhi tena-a danō nū zho ya pfo khe hi :

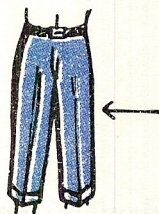
(i) ke——e (nh/nyh)



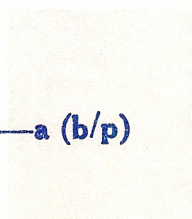
(ii) ke——ü (nh/ny)



(iii) me——e (n/ny)



(iv) e——a (b/p)



Eda medzü ketsü :

1. Leshikhö ethro-e bu lo-e kebenyi danö nü patö kebe zhe pa metengö hi :

ny	
nyh	ny

mh	
mh	nh

nh	
nyh	nh

tsh	
th	tsh

nh	
ny	nh

2. Sekhö lethro bu lo-e kebenyi danö nü patö kebe zhe ya metengö hi :

nyo	
nyo	nyu

nye	
nye	nyhe

nhe	
ne	nhe

nyho	
nyhi	nyho

mhö	
mhö	mho

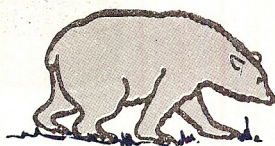
mhe	
mhu	mhe



elü
eli



enyü
emü



eza
ewe

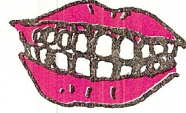
5. Leshikhö keci ebu I lo-e kebero danö nü ebu II lo-e kebe zhe
ya pfo ebu III lo-e khehi :

I
t
p
ü
u
s
r

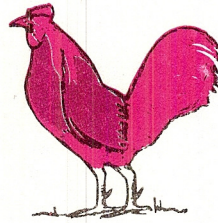
II
P
R
S
T
U
Ü

III
—
—
—
—
—
—

(v) e — ü (f/s)



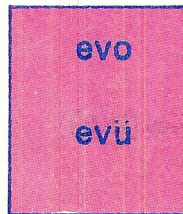
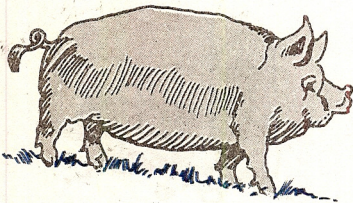
(vi) fū — ü (g/j)



(vii) ke — e (l/d)



4. Sekhō danō nū merhi pu-a ya pfo eshū methō kebe dao khe hi :



kemho		ekhu		lenyü	
kemhö	kemho	ekhe	ekhu	lenyü	lenyi

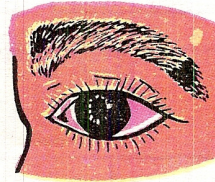
nechü		melhi		nöcü	
nöcü	nechü	melhi	melhe	rocü	nöcü

4. Merhi zo soni eshü methö kebe dao leshikhö kenyhi tena-a danö nü zho ya pfo khe hi :

(i) me——e (lh/ch)



(ii) ne——ü. (ph/ch)



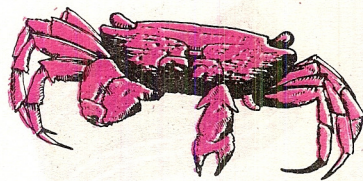
Melhe do-a.
Ekhu nü ethe fü-a.

Ph	Kh	Ch	Lh
----	----	----	----

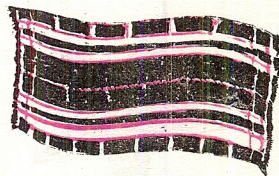
(iii) e——i (c/ch)



(iv) e——ö (w/ö)



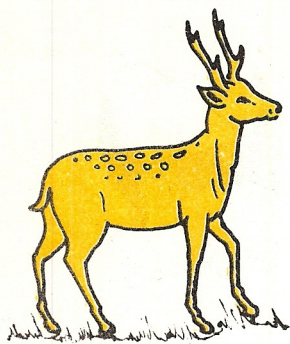
(v) e——a (s/r)



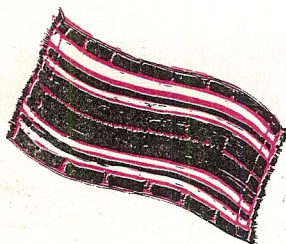
(vi) e——a (h/g)



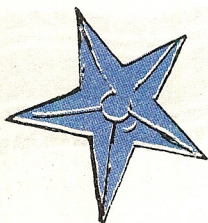
5. Sekhō danō nū merhi pu-a ya pfo eshū methō kebe dao khe hi :



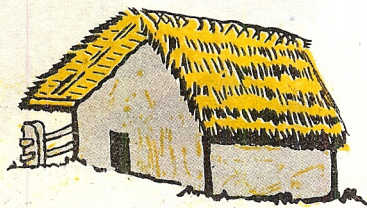
ele
ethe



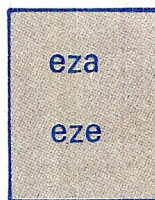
era
menye



theni
eye



eka
ede



6. Leshikhö keci ebu I lo-e kebero danö nü ebu II lo-e kebe zhe
ya pfo ebu III lo-e khehi :

I	II	III
y	V	—
v	W	—
z	Y	—
w	Z	—

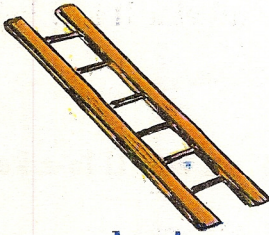
LESSON 10

sh

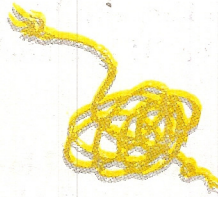
rh

dz

bv



lashe



erho



edzü



ebvü

Ebvü bvo de !

Edzü nyü lashe pha wö hi-e

Karhü nyü erho phe wö hi-a

Sh

Rh

Dz

Bv

Eda medzü ketsü :

Leshikhö ebu lethro kebe danö nü patö zhe ya metengö hi :

sh		rh		dz		mh	
sh	zh	ts	rh	bv	dz	mh	nh

tsh		ph		bv	
ts	tsh	ph	th	bv	ny

2. Sekhö lethro bu lo-e kebenyhi danö nü leri kebe zhe ya metengö hi :

phe		rhü		she		lhö	
kho	phe	rhe	rhü	she	shi	lhö	phö

bvo		nyo		nye	
bvü	bvo	nyü	nyo	nyhe	nye

3. Sekhō danō nū merhi pu-a ya pfo eshū methō kebe bo-e thu hi :



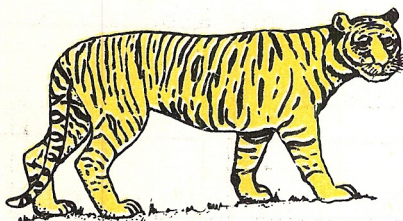
ebo

ebu



ekhō

eha



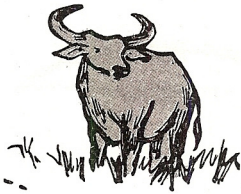
ekhu

ewe



kele

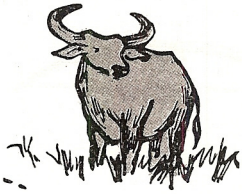
ezhu



4. Merhi zo soni leshikhō ketsü (3) tena-a zho ketsü-o pfo eshü methō kebe dao khe hi :

(i) — pa (o/e/d)



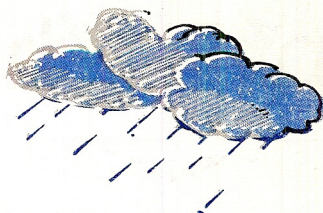


4. Merhi zo soni leshikhö ketsü (3) tena-a zho ketsü-o pfo eshü methö kebe dao khe hi :

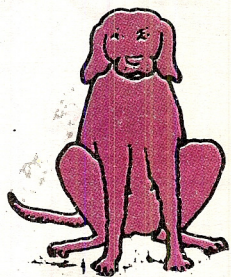
(i) — pa (o/e/d)



(vi) ke — ö (n/m/mh)



(vii) e — ü (ts/dz/tsh)



LESSON 11

pf

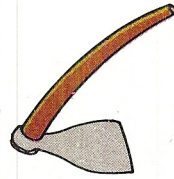
pfh

kw

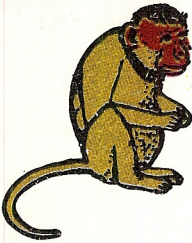
khw



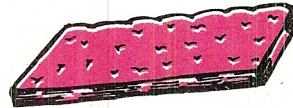
lopfü



kapfhü



ekwi



rakhwe

Ekwi ewö-e be-a
Lopfü kadzü thro-e be-a
Kapfhü pfo lopfü ho de !
No rakhwe ba zü-a ni ?

Pf

Pfh

Kw

Khw

Eda medzü ketsü :

1. Zo soni leshikō danō nū ebu leri kebe zhe ya metengō hi :

pf	
ph	pf

pfh	
pfh	tsh

kw	
kw	wh

khw	
kw	khw

2. Sekhō ebu lethro kebe danō nū patō kebe zhe ya metengō hi :

ekwe	
ekwi	ekwe

pfo	
pfo	pfü

ekhwi	
ekhwe	ekhwi

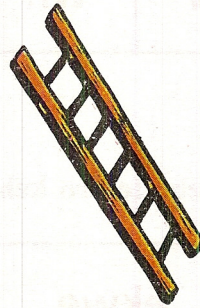
pfhü	
nyhü	pfhü

3. Merhi zo soni eshū methōro lo-e leshikhō zho ketsū-o pfo[†]
khe hi :

(i) l — pfū (i/a/o)



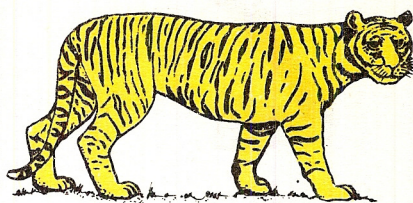
(ii) la — e (s/sh/ph)



(iii) e — i (kh/kw/kwh)



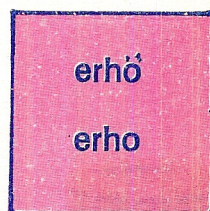
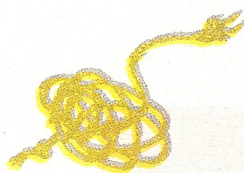
(iv) e — u (k/kh/th)



(v) ra — e (khw/pf/pfh)



4. Merhi zo soni sekhō danō nū merhi pu-a ya thu hi :





kapfñü

meri



epfñü

edzñü



ephe

eba



melhe

melñü

LESSON 12

tr

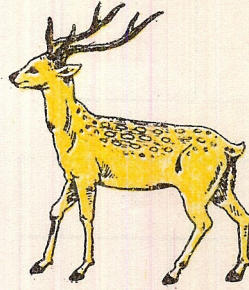
thr

pr

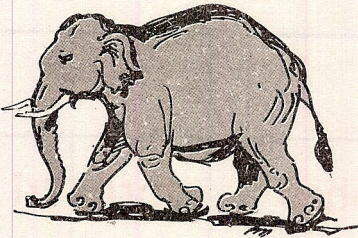
phr



etre



ethra



epru



phrü

Ethra ewö-e lhi-a
Epru ewö-e be-a
Leshi phrü de !
Rübe etre we-a

Tr

Thr

Pr

Phr

Eda medzu ketsu :

1. Ethro lo-e kebe leshikhö danö nü leri kebe zhe ya metengö hi :

tr	
tr	thr

thr	
tsh	thr

phr	
pfh	phr

pr	
pr	tr

2. Lethro kebe sekhö danö nü patö zhe ya metengö hi :

tre	
tre	pre

phro	
phra	phro

thri	
thri	tri

pfho	
tsho	pfho

prü	
prü	pfhü

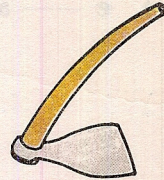
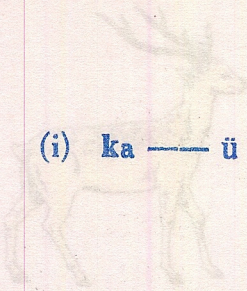
khwe	
khwe	kwe

rhü	
phrü	rhü

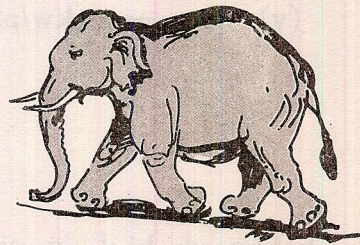
bvü	
bvü	dzü

3. Eshü methöro lo-e hi leshikhö pfhüpfo khe hi :

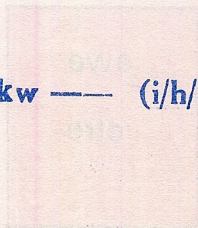
(i) ka — ü (pf/pfh/phr)



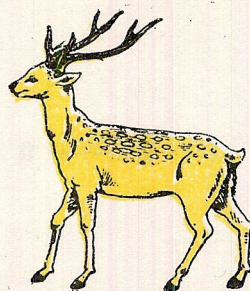
(ii) e — u (phr/pr/tr)



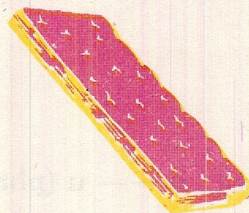
(iii) ekw — (i/h/o)



(iv) e — a (tr/pr/trh)

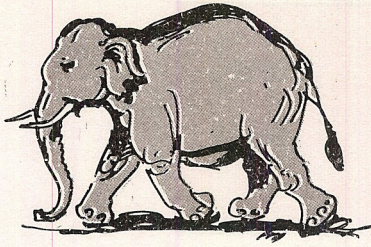


(v) ra — e (kw/phr/khw)



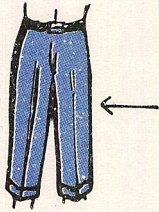
4. Sekhönyhi hi danö nü merhi pu-a ya metengö hi :





epru

eprü



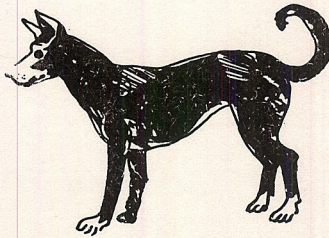
mele

menye



lotsü

lopfü



etsü

etshü



phrū
phre

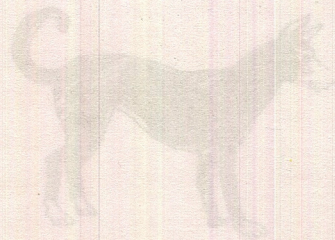
phrū
phre



phrū
phre



phrū
phre



- Lesson 13

Jisu meli ya

Nye Jisu meli ya,
Nye Jisu meli ya,
Nye Jisu meli ya,
Pun Jihova nö.

Therü

Therü wö-a,
Kezümiro;
Aro eke wö-a da khe !
Ami eke wö
Leshi phrü-a da.

Mapö ketshe

Mapö tshe,
Awe-e kele hi !
Mapö tshe,
Tsütshö ketshe khe hi !
Mapö tshe,
Awe-a thröhi hi !

Lesson 13

The night in
the desert was
very hot and dry
and the wind was
very strong.

Lesson 14
The night was
very hot and dry
and the wind was
very strong.

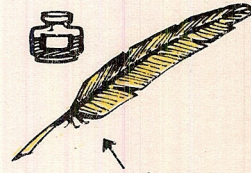
The night was
very hot and dry
and the wind was
very strong.

LESSON 14

x q



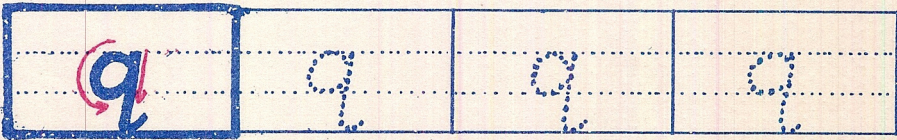
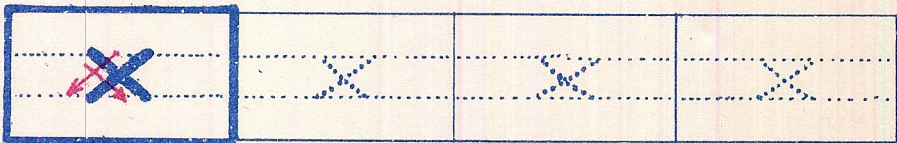
X ray



Quill

X Q

Copying exercise



Handwriting practice

p x



quill

X box

D X

Copying exercise

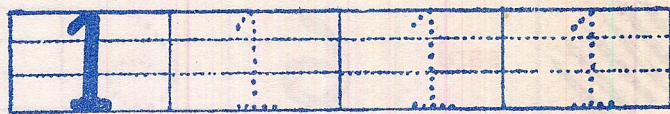
x x x x

p p p p

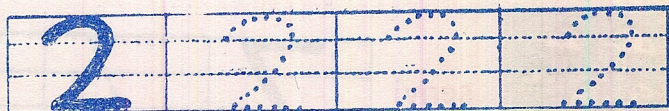
Lesson 15



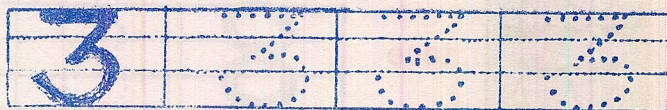
kele



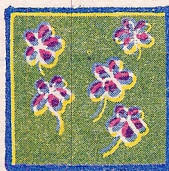
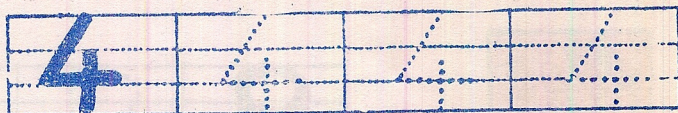
kenyhi



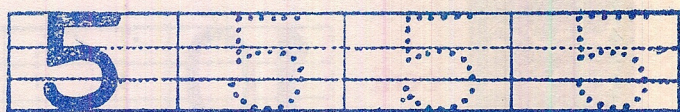
ketshü

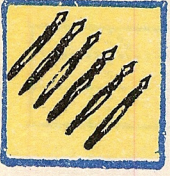


pedi



pangö

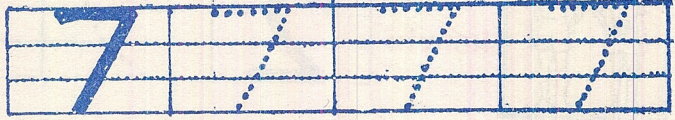




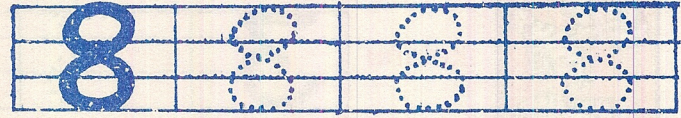
sarü



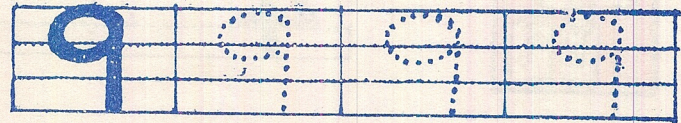
senyi



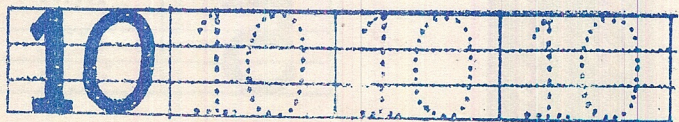
tece



tekö



cerü



Khezha

a	A	o	O
b	B	ö	Ö
bv	Bv	p	P
c	C	pf	Pf
ch	Ch	pfh	Pfh
d	D	ph	Ph
dy	Dy	phr	Phr
dz	Dz	pr	Pr
e	E	r	R
f	F	rh	Rh
g	G	s	S
h	H	sh	Sh
i	I	t	T
j	J	th	Th
k	K	thr	Thr
kh	Kh	tr	Tr
khw	Khw	ts	Ts
kw	Kw	tsh	Tsh
l	L	u	U
lh	Lh	ü	Ü
m	M	v	V
mh	Mh	w	W
n	N	wh	Wh
nh	Ny	y	Y
ny	Ny	z	Z
nyh	Nyh	zh	Zh

ALPHABETS

English

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